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ABSTRACT

The training program described consists of 13 modules designed to meet the following objectives: (1) to create an awareness, in preservice and inservice education, of the extent and consequences of sex-role stereotyping at all levels of the educational system: (2) to create an understanding among educators of the ways in which stereotypes limit the aspirations, experiences, and options of all women and men: (3) to provide educators with specific skills and behaviors for eliminating sex bias from their own classrooms: and (4) to provide educators with specific affective skills for encouraging their students to develop the internal support systems that allow for personal growth, expanded options, and role flexibility. This leader's manual provides a history of the program and suggestions on where and how the program can be used. An overview of the program modules and instructions on the structuring of the program are provided. Supplementary program materials that were developed to enhance different aspects of the program are included, as well as a bibliography of selected references on the subject of sexism. (JD)

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TEACHER SKILL GUIDE FOR COMBATTING SEXISM

Leader's Guide

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Women's Educational Equity Act Program
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TEACHER SKILL GUIDE FOR COMBATTING SEXISM

Leader's Guide

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HISTORY AND OBJECTIVES OF THE PROGRAM

Teaching Skills to Combat Sexism began when a small group of affective educators, committed to the essential goal of educational equity, formulated a training model that would eventually become an entire series of teacher-training workshops, now contained in the 13-module Teacher Skill Guide for Combatting Sexism. These educators, whose commitment and energy were instrumental to the project's development, acquired institutional support and then applied for funding as a model program under the auspices of the Women's Educational Equity Act Program. Funding was awarded for a two-year period, from September 1976 to August 1978. The course developers were joined by a small administrative staff, and Teaching Skills to Combat Sexism began a variety of exciting and innovative program activities. These included:

*the development of a unique, affective, skill-oriented training program for inservice and preservice educators, kindergarten through college level;

*The refinement of all training program materials through direct implementation by 75 educators, trained over a two-year period;

*the assessment of the program's effectiveness as a tool for expanding the attitudes and educational options of trained educators and their students;

*the production of validated, refined, replicable training materials for the use of other institutions interested in training educators to further the goal of educational equity.

Program materials have several objectives. They address the sequential process of enabling individual educators to eliminate sex bias from their own classrooms and teaching practices, as well as encouraging their students to transcend such biases and develop beyond the limits of traditional sex roles. They were developed around a three-phase model of training:

Phase One focuses on "making the subtle obvious," because awareness and understanding can be potent influences of emotional and behavioral changes, making such changes seem more desirable. Thus, the first phase of training promotes awareness of several things: the pervasiveness of stereotypes within the educational system as well as in the larger society; the limitations placed on everyone--females and males--by accepting stereotypes instead of encouraging each individual's varied abilities; and the expanded personal potential of people who can free themselves from the restrictions of traditional sex roles.

Phase Two focuses on strategies for "handling resistance to change." By disturbing old belief patterns, Phase One prepared concerned educators to consider and adopt new belief patterns. As they ready themselves to introduce these new patterns into their classrooms, they often encounter resistance to change. To facilitate change in young people, educators need to help them recognize the ways in which thoughts, feelings, and behaviors--adopted without

questioning from the larger society--may be hurtful to their personal growth. The change asked of them entails acceptance of the belief that all human beings have the capacity to flower and flourish far beyond most observable models. Thus, change may seem new and threatening. Educators need to understand the sources and symptoms of resistance, and to develop conscious strategies for handling it.

Phase Three focuses on "developing the internal capacity for role flexibility." The first two training phases lay the groundwork for facilitating attitude change among educators and their students. However, the truly unique aspect of this training program is that it provides educators with skills that are directly applicable to the classroom, encouraging expansion of every student's human capacities. Skilled educators will be able to help students build internal supports so that they can think, feel, and behave in nonstereotyped ways, both within and beyond the classroom environment.

In summary, then, the training program described in Teacher Skill Guide for Combatting Sexism was designed to meet these essential objectives:

*To create an awareness, in preservice and inservice educators, of the extent and consequences of sex-role stereotyping at all levels of the educational system;

*to create an understanding among educators of the ways in which stereotypes limit the aspirations, experiences, and options of all women and men;

*to provide educators with specific skills and behaviors for eliminating sex bias from their own classrooms;

*to provide educators with specific affective skills for encouraging their students to develop the internal support systems that allow for personal growth, expanded options, and role flexibility.

WHERE AND HOW THE PROGRAM CAN BE USED

The program described in Teacher Skill Guide for Combatting Sexism has been designed for use as either a sequential workshop series or a college-level course. It is clearly appropriate in any of the following settings:

*any department of education in a college or university--at an undergraduate level, to train preservice educators, or at a graduate level to train inservice educators;

*any school or school district, as an inservice training program for the professional development and/or the career advancement of participants;

*any other educational setting which undertakes the ongoing task of training educators to meet the demands of their role in an ever-changing society.

The program consists of 13 training modules, each containing a workshop design, workshop handouts (when appropriate), background readings (when appropriate), and a Classroom Activities Booklet. The full sequence of 13 modules and their contents can be found on pages 5-8.

The sequence of the modules is, of course, not at all accidental. The program was developed to anticipate and respond to the inevitable enthusiasms, resistances, skills, and risk-taking abilities of the educators who will be involved in it. The earlier modules are geared primarily to an awareness of change processes, first in general terms, then specifically in relation to sex-role stereotypes. Then, module content shifts to identifying the effects of stereotypes, so as to motivate educators to see themselves as change agents. Touching next on the most concrete, tangible approaches to eliminating sex bias in the educational setting, the program builds to a more explicit examination of sex bias, in both the personal and interpersonal dimensions of classroom behavior. Such explicit issues are likely to generate resistance among educators and their students, but the program is structured to avoid unnecessary problems; in fact, educators are trained to make constructive, skillful use of such resistance to change. Finally, the culminating modules focus increasingly on several exciting, innovative approaches to internalize nonstereotyped attitudes and behaviors, thus expanding personal options for continued growth and development.

Given the careful attention to change processes that is build into the program, it is suggested that you alter the sequence as little as possible when using these materials. In particular, you will notice that while the majority of modules stand alone (modules #1, 2, 3, 4, 5, 12, 13), a few are presented as mutiple-module units (modules #6 and 7; 8, 9, 10, and 11); it is probably not a good idea to try to separate these multiple modules, because their content is so closely related.

Ideally, you will be able to present the entire program with all 13 modules in correct sequence. However, in some settings (e.g., college courses that can only devote a few sessions to issues of sex bias in education, schools in school districts where only a few time segments are available for training in strategies to reduce sex bias, single-session workshops for educators at meetings that include representatives from various institutional settings, etc.) you may find a need to depart from the ideal. In such situations, you can select one or more modules that you deem particularly appropriate to the awareness level and needs of your target audience. Modules that have already been used effectively, either alone or as the basis for a short workshop series, include: Module #1, "How Expectations Influence Behavior and Perception" (used alone); Module #2, "Sex Bias in Language and Instructional Materials" (used alone); and Modules #6, "The Components of a Nonsexist Person", and #7, "Developing the Behaviors of a Nonsexist Person" (used as a short series).

Of course, once you hvare read through the contents of this Leader's Guide, you will be better able to make an informed decision concerning the ways in which the various modules of this program -- together, or in some shorter combination -- can be used in your particular educational setting.

THE PROGRAM MODULES

Overview and Definitions

What follows is a listing of each of the program modules. Each module is numbered, according to its suggested place in the entire sequence, and its title and principal objectives are presented. Also, the general contents of each module are listed. Contents will vary, as appropriate, but will include these categories of materials:

*workshop design--Each module is described in a workshop format. The format includes the suggested timing for the sessions, and a series of structured activities for participants to complete under the guidance of the workshop leader. The leader should familiarize herself or himself with the activities prior to the workshop. In some cases, prior preparation of supplementary materials is required.

*workshop handouts--As needed, handouts have been included in each module. They are intended for distribution to all participants during the workshop, so the leader should have them duplicated ahead of time. Generally, their purpose is to focus participants around certain activities, or parts of activities, during the workshop.

*background readings--To provide participants with theory and research related to the issues in each module, certain background readings have been included as reprints or as annotations. Of course, there are other readings on each issue in the professional literature, and the workshop leader can assign additional readings if that seems appropriate. Again, readings should be duplicated for distribution ahead of time.

*classroom activities booklets for participants to use with their students--Each module ends with a rather lengthy collection of activities for direct classroom implementation of the module's issues. Of course, each participant will need to choose appropriate activities and perhaps modify them for grade level or subject to stimulate participants' creativity, and to insure that each module's issues reach the classroom. If appropriate, it will probably be helpful for the workshop leader to set minimum assignments and ask for brief documentation of what each participant has tried. However, participants should be encouraged to use and re-use each classroom activities booklet, changing, experimenting, and learning as they do so. Again, these materials need to be duplicated, in advance, for distribution during the workshop.

Sequence of Modules

Module #1: HOW EXPECTATIONS INFLUENCE BEHAVIOR AND PERCEPTION

Objectives:

*To help teachers recognize the power of their expectations to influence the behavior and perception of students

*To identify commonly held expectations for females and for males, and the difference between these sets of expectations

*To examine the self-fulfilling consequences of perpetuating differential expectations based upon sex

*To examine the inappropriateness of differential expectations based on sex in light of the demands of modern life

Contents:

workshop design
workshop handouts
background readings
classroom activities booklet

Module #2: SEX BIAS IN LANGUAGE AND INSTRUCTIONAL MATERIALS

Objectives:

*To increase participants' awareness of the sex-role stereotyping and bias that exist in language and instructional materials

*To provide participants with strategies for increasing student awareness of sex-role stereotyping and bias

*To provide participants with strategies for countering the effects of sex-role stereotyping and bias in language and instructional materials

Contents:

workshop design
workshop handouts
background readings
classroom activities booklet

Module #3: DEALING WITH RESISTANCE TO CHANGE

Objectives:

*To increase participants' understanding of the resistance they are likely to encounter in their students when introducing emotionally laden content (e.g. issues of stereotyping and sex bias)

*To provide participants with strategies for preventing, dealing with, and reacting to student resistance

Contents:

workshop design
classroom activities booklet

Module #4: DEVELOPING NEW CLASSROOM STRUCTURES THAT REQUIRE ROLE FLEXIBILITY

Objectives:

*To increase participants' awareness of the various structural elements that can be manipulated in a classroom, and the way in which these elements influence student behaviors and perceptions

*To provide participants with strategies for manipulating structural elements in the classroom so as to encourage a wide variety of student behaviors and characteristics that transcend sex stereotypes

Contents:

workshop design
workshop handouts
classroom avtivities booklet

Module #5, FOSTERING INDEPENDENCE

Objectives:

*To increase participants' awareness of the differential processes of socialization that affect the development of independence in girls and in boys

*To help participants adopt classroom behaviors and structures that foster independence in all students

Contents:

workshop design
background readings
classroom activities booklet

**Module #6, THE COMPONENTS OF A NONSEXIST PERSON

Module #7, TEACHING THE COMPONENTS OF A NONSEXIST PERSON

Objectives, Module #6:

*To help participants understand the power of an expanded mental picture in producing positive change

*To strengthen, enrich, and make explicit the mental picture of a nonsexist person

Objectives, Module #7:

*To explore a variety of ways participants can help their students recognize and begin to internalize the mental picture of a nonsexist person

*To help participants crystallize an appropriate entry point for building some combination of components of a nonsexist person in their students

Contents:

workshop design (separate for #6, #7)
workshop handouts (separate for #6, #7)
background readings (#6 only)
classroom activities booklet (combined for #6 and #7)

**Module #8, USING ROLE PLAY TO DEVELOP THE BEHAVIORS OF A NONSEXIST PERSON

Module #9, PROBLEM SOLVING OF PERSONAL ISSUES RELATED TO SEX BIAS

Module #10, DEVELOPING INTERNAL STRENGTH THROUGH SELF-STATEMENTS

Module #11, HELPING STUDENTS BUILD INTERNAL STRENGTH

Objectives, Module #8:

*To introduce the technique of role play as a classroom skill

*To allow participants to practice the steps involved in developing and running role plays

Objectives, Module #9:

*To allow participants to bring up personal issues that have developed as a "ripple effect" of this course

*To encourage participants to resolve personal issues in an atmosphere of group support

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** indicates a multiple-module unit

Objectives, Module #10:
*To raise participants' awareness that self-statements can operate internally and either facilitate or inhibit movement toward behavior free of sex bias
*To allow participants to explore, at a personal level, self-statements and their consequences
*To raise awareness of labels that are learned in relation to stereotypic female and male characteristics

Objectives, Module #11:
*To explore ways in which participants can introduce the notion of self-statements to their students
*To provide participants with techniques for helping their students build supportive self-statements and move specifically toward eliminating sex bias
a. "Feeding" students helpful self-statements
b. Role play related to the components

Contents:
workshop design (separate for each module)
workshop handouts (#8 and #11 only)
background readings (annotated, #8 and #10 only)
classroom activities booklet (#8; #10 and #11 combined)

Module #12, HELPING STUDENTS IDENTIFY WITH ROLE MODELS

Objectives:
*To increase participants' understanding of the function role models play in their students' development
*To help participants identify the types of role models that can open options for students
*To present participants with a four-step process for facilitating their students identifications with nontraditional role models

Contents:
workshop design
workshop handouts
background readings
classroom activities booklet

Module #13, DEVELOPING THE COMPONENTS OF A NONSEXIST PERSON THROUGH GUIDED DAYDREAMS

Objectives:
*To train teachers to use fantasy techniques as a means of strengthening their students' nonsexist behaviors

Contents:
workshop design
background readings
classroom activities booklet

** indicates a multiple-module unit

STRUCTURING THE PROGRAM

Overview

Whether you have chosen to use the entire sequence of modules, or just one (or more) of the modules in your educational setting, you will--of course--need to obtain at least one copy of each module from the Teacher Skill Guide for Combatting Sexism series that is of interest to you.

Essentially, each individual module (or multiple module) can stand alone for a workshop or single class session; you need not be prepared to alter its contents or structure in any way.

However, if you are offering the entire sequence of modules as an ongoing course, you will probably appreciate some of the following suggestions for linking the modules together and bridging the time gaps between training sessions. In addition, it is quite helpful to encourage participants to spend some workshop time sharing their personal experiences as they implement their new learnings; this will enhance the feelings of group support that tend to keep energy and excitement at a positive level.

It is suggested that you structure the entire 13-module sequence as follows:

1. Introduction to the program (see below)
2. Presenting the modules (see individual modules)
   a. Beginning each workshop
      (1) group energizer (see page 10)
      (2) sharing session (see page 11)
   b. Ending each workshop
      (1) distribution of materials (see page 11)
      (2) feedback (see page 11)
      (3) final group activity (see page 12)
   c. Supporting participants between workshops
      (1) interim meetings (see page 12)
      (2) "buddy" systems (see page 13)
      (3) classroom visits, participants (see page 13)
      (4) classroom visits, workshop leader (see page 13)
3. Closure to the program (see page 13)

Introduction to the Program

You will want to spend part of your first group meeting providing a comprehensive overivew of the program--its history, objectives, and sequence of modules, as well as your own expectations concerning the level of involvement you want participants to achieve. This kind of introduction is useful in establishing a professional atmosphere, and in outlining a context for each module within the ongoing program.

You can prepare an introduction that suits your own style as well as your educational setting. It will probably be helpful if you introduce yourself and talk about your own interest in the area of educational equity. Then, introduce the program by referring to these sections of the Leader's Guide: "History and

Objectives of the Program" (pages 1-2) and "Program Modules" (pages 5-9). Clearly delineate your expectations of participants: their attendance, participation, and between-workshop assignments. If a grade is to be assigned (as in a college course), explaing your requirements for an A, a B, etc.

Another major thrust of your first workshop will be to begin the process of building group cohesion. You might start this by asking each participant to introduce herself or himself, perhaps adding a brief statement concerning personal goals as a program participant. Encourage participant interaction, and then move on to the first theme that is directly related to the program's goals for establishing educational equity.

Presenting the Modules

You are ready to proceed through the sequence of program modules, offering each one -- as time and structure allow -- at a separate workshop.

What follows are suggestions for beginning each workshop, ending each workshop, and supporting participants between workshops.

Beginning each workshop

(1) Group energizer -- To energize participants and help them focus their attention on the workshop, it is useful to begin each module with a lighthearted, involving, active group energizer -- one that does not relate to the workshop theme. Active games of various sorts are appropriate. We will describe one of our favorites as an example ("Touch Blue"), and then end this section with some suggested resources for finding additional energizers. Choose one to start each module; it's well worth the time involved, because of the positive effects on the whole group.

"Touch Blue" works this way: The group leader asks all participants to stand in the center of the room. The leader then directs everyone to "touch blue" (or, in successive rounds of the game, to touch any other color; or to touch something with stripes or polka dots; or to touch any object of clothing -- a sneaker, bow tie, belt, etc.; or to touch a personal ornament -- an earring, a pair of glasses, a string of beads; or to touch any other kind of physical attribute -- a beard, a freckle, a hand with painted finger nails). Group participants must follow the leader's direction, touching whatever is named after they locate it on another group member (there is a rule that participants may not touch a named item on themselves, as that would eliminate interaction). The leader uses her or his imagination and continues the game for several rounds. It never fails to generate laughter and delight, and to energize the group.

For additional energizers, check into these resources, or create your own:

*Bernard Dekoven, Interplay Game Catalog, 3 volumes, copyright 1971, available from the School District of Philadelphia, 20th and Parkway, Philadelphia, Pennsylvania, 19103, for $6.00 each.

*Friends Peace Education Committee, Non-competitive Group Games, available from Friends Peace Committee, 1515 Cherry Street, Philadelphia, Pennsylvania, 19102.

*Frank W. Harris, Games, copyright 1962, available from Eastern Cooperative Recreation School, c/o Jessie C. Kaufman, 2834 Holly Drive, Yorktown Hts., New York, 10598 or from F.W. Harris, 14597 Warwick, Detroit, Mich. 48223.

(2) Sharing session -- If you want to communicate a strong valuing of participants' efforts to try out their new skills in their own classrooms, you need to devote some workshop time to sharing sessions about recent efforts. In a good way, such sharing subtly pressures participants to implement skills and strategies, because it creates a sense of "being left out" of the sharing session if a participant has nothing to report. Also, sharing sessions create a positive atmosphere of mutual support and encouragement.

An optimal time for sharing sessions is immediately after the group energizer. You can divide participants into small groups (perhaps five or six in each group) and give them 20 minutes or so for sharing. Be sure that group membership varies from workshop to workshop to that participants have a structured opportunity to share with -- and get to know -- people with whom they might not ordinarily interact. Encourage participants to prepare for sharing sessions by collecting samples of their students' work, handouts, and interesting anecdotes.

Ending each workshop

(1) Distribution of materials -- Once the final activity in any given workshop design has been completed, you will need to distribute materials and explain your expectations for their use. Some modules include background readings, to be read by participants as a supplement to the issues explored during the workshop. Every module (or multiple module) has a classroom activities booklet. It is important that you spend some time reviewing these booklets when you distribute them. Explain the booklet's sections and objectives, and clearly define your expectations for implementation of the activities it contains. Note that each booklet suggests a "minimum assignment", but participants should be encouraged to go beyond the minimum, especially if the amount of time between workshops allows for relatively extensive implementation. To further encourage classroom implementation, we suggest that you distribute a ritualized "Classroom Activities Report Form" (see page 15), instructing each participant to complete it and return it to you for comment at the next workshop. Your comments, of course, can be instrumental in providing support and encouragement to everyone.

(2) Feedback -- It is important to solicit feedback from participants about each workshop, so that you'll have a good sense of participants' changing needs, enthusiasms, and resistances. If you use a written form, you will be able to gauge every individual's reaction, not just the reactions of participants who tend to provide verbal feedback. For three different methods of obtaining written feedback, see pages 16-18. Choose the one method you consider most appropriate for each workshop, or alternate among them. Additionally, you will find a form for obtaining final feedback at the very end of the program.

It is also helpful to save a few minutes of workshop time for sharing reactions out loud. This enables all participants to recognize the range of reactions experienced within the group. We suggest generating verbal feedback by running an informal sharing circle. Move around the group and have each participant complete a sentence such as "What I liked best about this roekshop was...." or "What I learned today was...." You can, of course, supply whatever sentence starters seem most appropriate.

(3) Final group activity -- To pull participants back together after feedback has been generated and finish the workshop on a positive note, it is helpful to end with a short, focused group activity -- a game, for example, much like the ones used as group energizers. Again, we will describe on our favorite closing activities as an example ("Endless Chair"), but feel free to create your own or gather others from the resources mentioned in the section on group energizers.

"Endless Chair" works this way: The group leader asks all participants to form one large circle, standing close together, single file -- as if standing in a circular line. Participants place one hand on the shoulder of the person directly in front of them and then move toward the circle's center to make their line as tight and compact as possible. Then, on a signal from the leader, everyone sits down at the same time. People wind up forming an "endless chair" on each other's knees; it's quite an accomplishment and a great deal of fun.

Supporting participants between workshops

Ideally, you can build into your program some vehicle for providing participants with the support and problem-solving help that will bolster their efforts and spirits between workshop sessions. Such support and problem-solving help can be provided in various ways. We will describe several, and suggest that you choose among them according to the time structure and human resources available in you particular educational setting.

(1) Interim meetings -- If your workshops occur at intervals of two weeks (or more), you can promote support and problem solving between workshops by dividing participants into several small interim meeting groups. They can meet midway between workshops on their own time. These meetings can focus on personal sharing, mutual help with setting and achieving classroom goals, and problem solving in implementing program skills and strategies. Since such groups will be ongoing, it is a good idea to introduce this structure during the first workshop. Allow participants some time during the workshop to form their groups, review interim meeting expectations, and schedule their first meeting. A form for this purpose is presented on page . Also, as it is a good idea to suggest an agenda for at least the first few interim meetings, several alternative agendas are presented on pages 20-22.

(2) "Buddy" systems--You might decide on a more informal structure for between-workshop support. For example, allow workshop time for participants to pair off and choose a "buddy." "Buddy" systems could consist of regular meetings or scheduled telephone contacts between workshops. This structure has the great advantage of allowing two participants with similar classroom situations (e.g., grade level, subject area, etc.) to pair up for mutual help and support.

(3) Classroom visits among participants--If several participants teach in the same school, and have ways of visiting one another, you might urge them to do so whenever they are implementing program skills or strategies. They can help each other run activities, or take the role of quietly supportive observer who can reflect on the activities and their effects later on. Ideally, participants would pair up and observe one another; this encourages a spirit of collegial support rather than criticism. When the program addresses the skills of sharing circles, role plays, self-statements, and guided fantasy, participants can use the observation tools provided on pages 25-27. Such observations can provide very constructive concrete feedback.

(4) Classroom visits by the workshop leader--If possible, you (or your professional associates) can provide a great deal of support and encouragement to participants by scheduling visits and being there, in their classrooms, when they are implementing program skills and activities. Of course, you are aware of the dangers of being overly critical, so a supportive role with some opportunity for discussion is encouraged. You might also, with participant consent, use the observation tools provided on pages 25-27 as a basis for concrete, qualitative discussion. Afterwards, you can write to the visited participant, expressing any further comments. Support and attention of this sort really help to build participant morale, encouraging them to go on implementing ideas in the classroom.

Closure to the Program

If you are presenting only one module or a short sequence of modules, there is no need to build in any kind of elaborate closure activities.

However, if your program has continued over a period of time (e.g., for a full college semester, several months of inservice training at a school or school district, etc.) then your situation is quite different. You will find that program participants have formed personal and professional liasons that may have become important to them. Also, they will have achieved changes in their classrooms--changes which are a course of pride and the result of long, hard work. In such a situation, it is a good idea to devote an entire closing workshop to the sharing of participant accomplishments.

A closing workshop design (which follows the same format as the designs for modules #1-13) can be found on pages 28-30.

SUPPLEMENTARY PROGRAM MATERIALS

Overview

This section contains a potpourri of materials that were developed to enhance different aspects of the program Teaching Skills to Combat Sexism.

As you use the program--in its entirety, or in parts--you will find that certain supplementary materials are particularly useful to you while others may seem less useful. Use your own judgment and select only the materials that apply to your particular situation. Furthermore, feel free to modify any of the forms or procedures presented here, tailoring them to the specific needs of your own group of participants.

The next several pages contain these different kinds of materials:

classroom activities report form (page 5)

written feedback forms (pages 6-8)

interim meeting scheduling and expectations form (page 19)

interim meeting agendas (pages 21-24)

classroom observation tools (pages 25-27)

closing workshop design (pages 28-30)

CLASSROOM ACTIVITIES REPORT FORM

Name _____

Date _____

1. Specifically, which activities have you tried out in your classroom since the last workshop?

2. What did you hope to accomplish by your choice of activities?

3. Describe how your students responded. Be as specific as you can. What did they learn? How did they react, both behaviorally and emotionally?

4. What conclusions can you draw about the progress in your classroom? In yourself? In the course so far?

5. What were your excitements, learning, disappointments, surprises?

WRITTEN FEEDBACK FORM # 1

Name _____

Date _____

1. How interesting did you find today's workshop?

1	2	3	4	5
not at all interesting				extremely interesting

2. How useful do you think the content was for your purposes?

1	2	3	4	5
not at all useful				extremely useful

3. How prepared do you feel to implement the ideas or strategies presented in your own classroom?

1	2	3	4	5
not at all prepared				very prepared

4. How enthusiastic do you feel about applying the ideas or strategies presented in your classroom?

1	2	3	4	5
not at all enthusiastic				very enthusiastic

Please comment: (Use the back of this sheet if you need extra space)

What learnings or activities seemed to be most important, relevant, meaningful?

What learnings or activities seemed to be least important, relevant, meaningful?

How could today's workshop be changed to make it more meaningful to you?

Any additional comments, please

WRITTEN FEEDBACK FORM # 2

Name _____

Date _____

1. What learnings or activities seemed to be most important, relevant, meaningful? Why?

2. What learnings or activities seemed to be least important, relevant, meaningful? Why?

3. How could today's workshop be changed to make it more meaningful to you?

4. Additional comments, please (use the back of the sheet if you want to):

WRITTEN FEEDBACK FORM # 3

Name _____

Date _____

On a sheet of paper, write nonstop for five minutes about your reactions to the workshop, including your likes and dislikes, insights, disappointments, suggestions, or whatever else is salient for you.

FINAL WRITTEN FEEDBACK

Name _____

Date _____

Please take some time to think about and respond to the following questions in terms of your experience with this program as a whole. All of your feedback is helpful and very much appreciated!

1. What do you think are the major strengths of this program?

2. What do you think are the major weaknesses of this program?

3. Has your participation in this program affected your teaching. In what ways?

4. Has your participation in this program affected other aspects of your life? In what ways?

5. If you were running this program in the future, what would you change? What would you add, subtract, expand upon, keep the same, etc.?

INTERIM MEETING SCHEDULING AND EXPECTATIONS

1. Get together with three or more persons from the workshop. It might be helpful to form a group with others who teach and/or live in the same general area, so that you can arrange your meetings conveniently.

2. Exchange names and phone numbers with one another.

3. Choose a group leader for the first meeting. The leadership role will rotate from month to month. The group leader for any given month will take responsibility for summarizing the interim meeting, in writing. This will inform the workshop leader about attendance, the content of the meeting, and any issues or needs that your group woul like to bring to the attention of the workshop leader.

4. Arrange a mutually convenient date, time, and place to meet. Allocate a minimum of two hours for your meeting.

5. (Optional) Attendance at all interim meetings is just as important in this training program as attending and participating in the workshops.

6. Complete the following before leaving today's workshop:

Interim Group Members

Name	Phone number
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Plans for First Meeting

Date and Time: Location:

INTERIM MEETING AGENDA #1

Agenda for a Meeting Devoted to Problem Solving

1. Each person shares a high point and a low point from the past week (anything from your professional or your personal life).

2. Each person summarizes what's been happening in her/his classroom as a result of the last workshop. What were the excitements? Disappointments? Surprises? Problems? Learnings? What have you done so far in terms of implementing the things you learned at the workshop?

3. Follow this problem-solving sequence:
   a. By yourself: Think back over a disappointment or a low point that you experienced while implementing, in your classroom, something that was focused on during the last workshop. Quickly jot down everything that comes to mind about this "disappointment." (What happened? How did you feel? How do you think your students felt? How did you handle whatever happened?)
   b. Come together as a group.
      1) Appoint a "time keeper" who will take responsibility for allocating the group's time evenly, so that every group member has the opportunity to work through her or his own concern(s).
      2) One person volunteers to share her or his problem with the group.
      3) The volunteer states the problem, describing the situation as fully as possible.
      4) Members of the group ask "clarifying questions." That is, they ask whatever questions are necessary in order to understand the problem clearly. At this point, don't try to solve the problem--just focus on really understanding it!
      5) The group brainstorms suggestions while the group leader jots them down. The goal of a brainstorming session is to get every possible idea out--without taking the time to weigh the potential usefulness of an idea. Sometimes, suggestions that might seem "silly" or "half-baked" at first turn out to be very usable and valuable later on. During the brainstorming, the volunteer participates in generating ideas, but does not respond to anything that is suggested.
      6) The volunteer is given the list of brainstormed suggestions. S/he looks them over, asks clarifying questions, and makes a decision about how to use the suggestions to solve her or his classroom problem.

INTERIM MEETING AGENDA #2

Agenda for a Meeting Devoted to Attending to Every Person's Needs

1. Choose a time keeper to monitor the way time is used during the meeting.

2. Divide the total amount of group time by the number of people attending the meeting. Each group member will be allotted one segment of the total meeting time to use to her/his own best advantage.

3. Spend 5 minutes of quiet time thinking about what you want to get out of your segment of group time. Think about and plan:
   a. How the group as a whole can be most helpful to you
   b. How each individual group member can be most helpful to you
   c. What kinds of tasks you can ask other people in the group to do in order to help you work toward your personal goals
   d. How you can use your segment of time in a product-oriented way.

4. Begin rotating time segments among group members. Each person leads and structures her or his own piece of time. (Time keeper makes sure that each member gets a fair share of time.)

5. Use your own segment of the total group time in any way that meets your needs. It's okay to use other people as resources, assigning them tasks that can be helpful to you. Tailor your time! Some suggestions:
   a. Try out a program activity on the group.
   b. Ask each group member to help you develop a classroom activity you need.
   c. Engage the group in a personal discussion of the significance of the most recent module in their own lives.
   d. Tell your group members what work you are presently doing in the classroom. Ask them to help you plan the next step(s).
   e. Share an anecdote, a high, a low, a concern, a surprise.
   f. Identify a resistance you have to implementing one or more program ideas in your classroom. Get your colleagues' reactions.
   g. Pretend your group is a group of parents (administrators) who want to know what you've been doing in the classroom. Tell them and get their feedback.
   h. Tell the group what you've been doing for the last few weeks. Ask them to bombard you with everything they liked about what you've done.
   i. Have the group interview you to determine your strengths as an implementer of program strategies

INTERIM MEETING AGENDA #3

Agenda for a Meeting Devoted to Personal Discussion

1. Each person first writes down, and then shares aloud, a "high" and a "low" experienced during the past year, the past month and the past week.

2. Typically, a program like this has a ripple effect on peoples' personal lives. With this group, share as much as you'd like to about the effects of the program or of the "liberation movement" in general on you personally.

INTERIM MEETING AGENDA #4

Agenda for a Meeting Designed to Yield a Group Presentation

This interim meeting will be your chance to work--as a group--to plan a presentation. At the next workshop, you will have the opportunity to share whatever you consider to be particularly important. Choose the focus of your presentation from the list of suggestions, and then use your interim meeting time to plan and coordinate your efforts.

Suggestions for presentations:

1. Plan a lesson, or part of a lesson, which will involve the total group of program participants. Structure it any way you want, focusing on some issue(s) of particular importance to you.

2. Plan a lesson, or part of a lesson, which your interim meeting group will demonstrate to the rest of the program participants.

3. Bring in materials your students have created on the subject of eliminating sex bias. Talk to the whole group of program participants about the classroom processes that were involved, and about how you used relevant skills and strategies in your classrooms.

4. Share a variety of anecdotal information with the total group of program participants. Share stories that you consider particularly illustrative of progress you've made or problems you've encountered since beginning to implement program skills.

5. Describe the story of a particular child in your classroom who has made significant changes in her or his ability to behave without sex bias since you began to implement program skills.

6. Identify an important issue that you've wanted to focus on during the program, but that has not been addressed in any of the workshops. Prepare to engage the total group of participants in a discussion of this issue.

7. Choose a combination or modification of any of the above suggestions. Prepare and use any visual aids, supplementary materials, handouts, etc., that seem appropriate to your presentation.

CLASSROOM OBSERVATION TOOL #1
Observing a magic circle[1]
(especially appropriate after completing Module #3)

Teacher's Name:
School: Grade:
Date: Time of Day:
Length of Circle:
Class Composition: # Students _____ Female _____ Male _____
Observer's Name:

1. Teacher Behaviors

What sentence starter is used for the magic circle?

Indicate yes or no for each of the following statements (mastery criteria = 80%):

	Yes	No
Sentence starter is truly open-ended (no right answer, unpredictable range of possible answers).	___	___
Everyone gets a turn who wants one.	___	___
Teacher participates as a member of the group.	___	___
Teacher accepts student responses.	___	___
Teacher encourages people to listen to one another.	___	___

2. Student Behaviors

50% participate in the magic circle. Yes No

Students accept each others' feelings. 1 (many) 2 3 4 (few)

How varied are student responses?

List responses here:	Number of repetitions of each response:
a.	a.
b.	b.
c.	c.
d.	d.
e.	e.
(etc.)	(etc.)

3. Other comments (e.g., problems, anecdotes, innovations, weaknesses, etc.):

---

[1]Note: This tool can be easily adapted to observe self-statement magic circles and would be especially appropriate after the multiple-module unit #8-11.

CLASSROOM OBSERVATION TOOL #2
Observing a role play[1]
(especially appropriate after Module #8)

Teacher's Name:
School: Grade:
Date: Time of Day:
Class Composition: # Students _____ Female _____ Male _____
About what percentage of students participate?
Observer's Name:

1. Teacher Behaviors

Indicate yes or no for each of the following statements (mastery criteria = 80%):

	Yes	No
Teacher clearly explains the purpose of the role play.	___	___
Teacher describes characters fully.	___	___
Teacher asks for volunteers.	___	___
Teacher gives the audience an assignment.	___	___
Teacher helps get the characters into their roles.	___	___
Teacher sets the scene.	___	___
Teacher begins the scene.	___	___
Teacher ends the scene when sufficient action has happened.	___	___
Teacher helps characters disengage from their roles.	___	___
Teacher helps the audience process the role play.	___	___

2. Other comments (e.g., problems, anecdotes, innovations, weaknesses, etc.):

[1]Note: This tool can be easily adapted to observe self-statement role plays and would be especially appropriate after the multiple-module unit #8-11.

CLASSROOM OBSERVATION TOOL #3
Observing a guided daydream

Teacher's Name:
School: Grade:
Date: Time of Day:
Class Composition # Students _____ Female _____ Male _____
Observer's Name:

1. Teacher Behaviors

Indicate yes or no for each of the following statements (mastery criteria = 80%):

	Yes	No
Teacher relaxes the students.	___	___
Teacher sets the scene in detail.	___	___
Teacher presents a detailed, concrete success experience.	___	___
Teacher provides guidelines calling attention to feelings, thoughts, component behaviors of nonsexism.	___	___
Teacher de-escalates the situations, and returns students to the present time and place.	___	___

2. Student Behaviors

Answer each of the following questions briefly:

Was there evidence that guidelines were effective in helping students feel, and think about themselves successfully?

Was there evidence that students understood purpose of the guided daydream?

Was there evidence that half of students were meaningfully involved in the guided daydream activity?

3. Other comments (e.g., problems, anecdotes, innovations, weaknesses, etc.):

CLOSING WORKSHOP DESIGN:
SHARING AND CELEBRATION OF PARTICIPANTS' ACCOMPLISHMENTS

OBJECTIVES

*To share the richness of program effects on participants and their students
*To share highlights that will stimulate continuing efforts on the part of the participant
*To congratulate participants on their efforts and energy

SUGGESTED TIMING

	Activity	Suggested Time
I.	Planning time for small group presentations	30 minutes
II.	Small group presentations	15 minutes
III.	Sharing circle	15 minutes
IV.	Toasts	15 minutes

WORKSHOP DESIGN

Activity I. Planning time for small group presentations

Objective
*To allow participants to plan a final presentation

A. To the leader:
1. Tell participants that this workshop culminates the program and will be used to give them the opportunity, working in small groups, to share their achievements.
2. Explain that members of each small group will follow this sequence:
    a. Share information with each other
    b. Select from the total information and combined experiences those events that would be most interesting and informative to share with the total group of participants
    c. Select a vehicle for presenting this information. Some possibilities are:
        1) An activity that involves members of the total group
        2) A report
        3) A talk show format
        4) A series of vignettes or highlights
3. Have participants form small groups according to any of these criteria:
    a. Grade level in which they teach
    b. Subject area in which they teach
    c. Specific topic they'd like to present (e.g., female role models in literature, etc.)
    d. Any combination of the above
4. Establish a time frame for the small group work (30 minutes suggested); the task is to prepare a presentation that will take approximately 15 minutes (to be shared or divided by small group members in any way they consider appropriate).

Activity II. Small group presentations

Objective
*To allow every participant an opportunity to share a personal view of the richness of program effects

A. To the leader
1. Ask that one small group begin the round of presentations. Usually groups will volunteer to present in a certain order.
2. Serve as time keeper, so that there is always a signal to participants concerning:
   a. the beginning of a presentation
   b. the need to bring closure to a presentation (e.g., when one minute of presentation time remains).
3. Rotate among small groups until everyone has had a chance to present.
4. Enlist the enthusiasm of all participants by encouraging applause and other signs of interest and appreciation. The efforts of each small group deserve the attentive and spirited support of everyone.

Activity III. Sharing circle

Objective
*To share highlights of program impact on participants' students

A. To the leader
1. Ask that all participants form a small, tight circle.
2. Introduce the sharing:
   "In a program such as this one, which has encouraged change in the attitudes and behaviors of your students, a great deal can happen. Life both inside and outside of the classroom can change profoundly for students, in the way they interact and in the way they feel about themselves and others. I want us to do some sharing about this. First, take a minute to reflect on the impact of this program on your students -- as a total group, or as individuals. Then, we'll all share some of our thoughts."
3. Begin the sharing circle by asking that participants respond to this sentence stub: "As a result of my participation in this program, my students (or one student in particular) _____."
4. Continue sharing until each participant has spoken at least once, and all participants have shared more often if time allows.

Activity IV. Closing toasts

Objective
*To congratulate participants on their personal efforts and energy

A. To the leader
1. Introduce the activity as follows:
   "I want to remove the focus from our students now, and put it on the members of this group. We have all worked and changed, interacted and accomplished. It seems fitting, then, that we toast one another. I'm going to pas a goblet (filled with a favorite juice or wine) around the circle. When the goblet reaches you, hold it up for 45

seconds. During those 45 seconds, your colleagues will toast your qualities, you characteristics, your ideas, your work, you contributions and accomplishments. If someone remembers a particular anecdote about you, that too can be shared. If someone feels appreciation for a particular behavior or attitude, or incident, that can be shared."

2. Fill the goblet.
3. Fill paper cups with juice or wine and distribute these to participants for toasting purposes.
4. Hand the filled goblet to the participant seated directly to your right. This first participant listens to appreciations about himself or herself for about 45 seconds, then drinks from the goblet as other participants toast him or her by drinking from their paper cups.
5. The goblet is passed to every participant, including you -- the group leader.
6. Monitor the time closely, in order to maintain an atmosphere of sparkle and energetic appreciation.

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